

**2018-2019 School Improvement Assurances Checklist Sheet  
Cabarrus County Schools**



Name of School: **WM IRVIN**

Key Requirements for the School Improvement Plan	Indicate Yes/No
1. The School Improvement Team (SIT) and School Improvement Plan (SIP) meets all of the requirements set forth in North Carolina General Statute 115C-105.27.	yes
2. The members of the SIT and their positions are included with this plan. <i>Minimum # of Parents 0-750 students: minimum 2: &gt;751 students: minimum of 3</i>	yes
3. The school follows the district's safe schools plan and keeps an updated copy easily attainable in the office.	yes
4. A duty free lunch period has been established for every teacher on a daily basis, a vote from the SIT not to have duty-free lunch, or there is a record of the SIT's plan.	yes
5. A duty-free planning time is provided for every teacher with the goal of providing at least five hours of planning time per week or there is a record of the current planning time allotted and why. (The duty-free instructional planning time shall be provided to the maximum extent that (i) the safety and proper supervision of children may allow during regular student contact hours and (ii) insofar as funds are provided for this purpose by the General Assembly.)	yes
6. An "open" meeting was held on <sup>9/20/18</sup> 9/20/18 (date) to address the SIP goals and strategies with parents and the community.	Yes on 20 <sup>th</sup> of Sept.
7. All eligible staff members were given the opportunity to vote on the SIP by means of a secret ballot on 8/21/17 (date). The results of the vote were as follows: # 70 For    # 0 Against    # 0 Abstain <i>#70 for    #0 Against    #0 Abstain</i>	yes

Signature of Principal: Janya Williams

Date: **9/10/18**

Signature of SIT Chairperson: [Signature]

Date: **9/10/18**

## Comprehensive Progress Report

**Mission:** Vision Irvin students will be highly productive leaders in the school and in the community. Mission Statement Developing Eagle Leaders Who S.O.A.R. Belief Statements We believe in.... 1. Safety first; 2. Be orderly; 3. Always do your best; 4. Respect yourself and others (SOAR).

**Vision:**

**Goals:**

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Staff will be able to recognize students who are having difficulty with their emotional states, respond to those students, coach them on understanding and handling their own recoveries, have resources at hand to assist students. As a result reading, math, and social studies scores will improve and there will be a reduction in suspensions. Information to support growth in this goal include: number of students suspended, Report Card data on all core subjects, and staff focus group results/staff survey. Smart Goal: By May,2017, we will reduce the number of out of school suspensions and referrals by 5%. 15/16 110 OSS 448 ODR The goal for the 16/17 school year is 104 OSS and 426 ODR Strategy: Increase teacher knowledge and practice in supporting students with emotional barriers to successful school experiences.

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. : By May 2017, grade level proficiency on EOGs will be 50% or higher Reading Math Science Overall 14/15 15/16 44.6% 47% 55% 47.2% 16/17(Goal) 50% 50% 60% 50% Strategy: Create Data team and realign MTSS processes.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
	<i>Initial Assessment:</i>	Implementing full PBIS throughout the school. Hired a Behavior/ PBIS coach to support students and teachers. School wide positive behavior goals and parent report reporting systems being implemented this year.	Limited Development 08/18/2017			
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6			
	<i>How it will look when fully met:</i>	All staff members will be utilizing our PBIS matrix, throughout all areas		Annessia Lee	06/14/2019	

of the school, with students. We will reduce the student referral rate by 5% by June 2018 and by 10% by June 2019. Out of school suspension rates will decrease by 5% by June 2018 and 10% by June 2019.

Evidence: % of students meeting the PBIS quarterly celebrations, total number of office referrals for each school year, and total number of students suspended throughout each year.

<b>Action(s)</b>	<b>Created Date</b>		<b>11 of 13 (85%)</b>		
<b>1</b>	8/25/17	Create new PBIS matrix for Irvin Elementary.	Complete 08/31/2017	Annessia Lee	08/16/2017
		<i>Notes:</i>			
<b>2</b>	8/25/17	Provide PD to all staff on new matrix and school-wide behavior system (points system)	Complete 08/21/2017	Annessia Lee	08/21/2017
		<i>Notes:</i> Train all staff on matrix and student points system.			
<b>3</b>	8/25/17	Develop Positive Behavior Referral Form.	Complete 08/29/2017	TONYA WILLIAMS	08/11/2017
		<i>Notes:</i> Create a method to recognize positive student behavior. Office referral system was created to help celebrate student successes.			
<b>4</b>	8/25/17	Recognize weekly grade level, Principal's Award Winners.	Complete 06/08/2018	TONYA WILLIAMS	06/01/2018
		<i>Notes:</i> Recognize one student from each grade level weekly on the morning announcements for Positive Behavior.			
<b>5</b>	8/25/17	Establish a Lunch Buddies Program for students needing extra academic and behavioral support	Complete 05/03/2018	Annessia Lee	06/08/2018
		<i>Notes:</i> Pair students with staff and volunteers based on individual needs for lunch. Partnership with Elevation church			
<b>6</b>	8/25/17	Implement a PBIS Pep Rally for all students and staff.	Complete 09/05/2017	Annessia Lee	09/08/2017
		<i>Notes:</i> Develop a Pep Rally that will introduce our PBIS matrix. Staff will present videos that demonstrate what to do and what not to do in all aspects of our school.			
<b>7</b>	8/25/17	Train all staff in Educators Handbook for documenting Major and Minor Behaviors	Complete 08/21/2017	Jaimie Peterson	08/25/2017
		<i>Notes:</i> Train staff on how to enter discipline data and how to use the reports in Educators Handbook to develop a behavior plan.			
<b>8</b>	11/20/17	Quarterly Celebrations for students who meet the school wide behavior goal.	Complete 06/08/2018	Annessia Lee	06/08/2018
		<i>Notes:</i> First Celebration -Oct 24- Snow Cones Second Celebration- Jan. 25- Glow Party Third Celebration- March 28- Movie and cotton candy			

Fourth Celebration- June 5th

<b>9</b>	11/20/17	Create/Implement school wide classroom reward system.	<b>Complete 09/11/2017</b>	Annessia Lee	01/29/2018
<i>Notes:</i> Classrooms will collect coins/tickets as a class for displaying appropriate behavior in the hallway/classroom/common areas					
<b>10</b>	3/5/18	Ready Bodies program implemented for interventions for select students on Tier 2/Tier 3 plans.	<b>Complete 03/05/2018</b>	Annessia Lee	02/19/2018
<i>Notes:</i> Ready Bodies will help students with Tiered behavior plans.					
<b>11</b>	3/5/18	Pilot Ready Bodies program in 2nd grade classroom in order to stimulate student learning.	<b>Complete 03/05/2018</b>	Annessia Lee	02/26/2018
<i>Notes:</i> Students will complete 12 ready body stations with Ms. Lee on a weekly basis. This will continue to the end of the year.					
<b>12</b>	9/4/18	Train staff on Restorative Circles		Annessia Lee	06/03/2019
<i>Notes:</i>					
<b>13</b>	9/4/18	Implement school-wide "check-in/ check-out" program		Annessia Lee	06/03/2019
<i>Notes:</i>					
<b>Implementation:</b>			09/04/2018		
<b>Evidence</b>	5/30/2018 Pep Rally- Sept 2017; Principal Award Winners- monthly; Quarter Celebrations- October 24, 2017, January 25, 2018, March 29, 2018, June 5, 2018; Monthly Goal Team Meetings; Implementation of Ready Bodies- February 2018				
<b>Experience</b>	5/30/2018 We hired an PBIS/Behavior coach to help support the faculty in these goals. The coach worked to implement PBIS. The PBIS goal team created a matrix and videos for school expectations. The coach led professional development for the staff on minors/majors, deescalation strategies, student trauma. Quarterly celebrations were planned to help with student behavior. The coach also collaborated with assistant principal and EC team to provide lunch buddies (mentor program) and ready bodies curriculum.				
<b>Sustainability</b>	5/30/2018 Monthly PBIS/MTSS Goal Team Meetings, PBIS Pep Rallies, Quarterly Celebrations, Monthly Data Collection and PLC Reflection, Continue Acknowledgement Reward System, On-going Professional Development				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		This is our second year of IB Candidacy implementation. We have received IB money from the district level to support training and implementation. We hired an IB coordinator to manage our IB authorization process. IB coordinator has collaborated with WHES IB coordinator to insure proper procedures and instructional alignment will occur. All current staff will attend Year 1 Making PYP happen training. We currently need to continue this training for new hires.	Limited Development 09/02/2016		
<b>How it will look when fully met:</b>		By December 20, 2019, all classroom instruction will meet 100% requirements outlined in the IB authorization process.  Evidence: All grade levels will have the 6 required units of Inquiry.		Debra Bralley	12/20/2019
Action(s)	Created Date		3 of 6 (50%)		
1	8/25/17	All full time certified staff will complete Year 1- Making PYP Happen training		Denise Yates	06/07/2019
		<i>Notes:</i> All certified, full time staff, will complete the required IB- Making PYP Happen Training.			
2	8/25/17	The principal will complete IBPYP- Head of School Training	Complete 07/26/2017	TONYA WILLIAMS	08/25/2017
		<i>Notes:</i> The principal will attend IB Head of School training.			
3	8/25/17	Train all support staff on "What is IB"	Complete 12/01/2017	Denise Yates	06/08/2018
		<i>Notes:</i> Provide overview training for support staff on IB.			
4	8/25/17	Teachers will implement 3 units of Inquiry.	Complete 06/08/2018	Denise Yates	06/08/2018
		<i>Notes:</i> All certified full time staff will work with their grade or department to create 3 units of Inquiry to be implemented this school year.			
5	8/25/17	teachers will meet with the IB coordinator twice a week for grade level collaborative planning on the units of Inquiry and IB principles.		Denise Yates	06/07/2019
		<i>Notes:</i> IB coordinator will work with grade level PLCs to fully implement IB principles in lesson design.			
6	8/25/17	Teachers will implement inquiry based learning through Science and Social Studies 2 times a month.		Denise Yates	06/07/2019
		<i>Notes:</i> Teachers will collaborate with grade levels, IB coordinator, and PBL teacher to implement PBL lessons 2 times a month.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In school year 15/16, Irvin Elementary had an MTSS coach that handled the analysis of data and interventions. However, in 2016/17 Irvin no longer qualifies for the coach and those responsibilities have to be distributed among staff. A Data team is being developed to review data and send it to PLC teams to facilitate the appropriate use of data to increase proficiency. The school is creating documents that has the revised process and these will be uploaded at various times during the upcoming school year.	Limited Development 09/02/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		By May 2018, grade level proficiency on EOGs will be 50% or higher Reading Math Science Overall 15/16 44.6% 47% 55% 47.2%; 16/17 39% 39% 53% 41%; 17/8 32% 30% 50%; 18/91 (Goal) 50% 50% 60% 50% Strategy: Create Data team and realign MTSS processes. Person: Annessia Lee and Tonya Williams		Annessia Lee	06/03/2019
<i>Action(s)</i>	<i>Created Date</i>		17 of 19 (89%)		
1	9/3/16	The Data Team will review benchmark data three times a year and have grade level PLCs identify the bottom 20% of students in terms of achievement.	Complete 06/01/2017	Danielle Baker	06/12/2017
<i>Notes:</i>		Dates for Data Team review on Master Calendar First Data Team meeting Held on 10/12/16 reviewed school data for BOY assessments Second Data Team meeting Held 2/8/16 reviewed DE data, mclass data, discipline data, attendance data Third Data Team 5/22/17 reviewed EOY DE data, EOY mclass data, EOY discipline data, EOY attendance data			
2	9/3/16	PLCs will identify interventions for the bottom 20% of students in terms of achievement.	Complete 05/08/2017	Lead Teachers	06/12/2017
<i>Notes:</i>		All PLCS have identified the bottom 20% - First Quarter 9/30/16			
3	9/3/16	K/1 Lead teacher will work with Kindergarten/1st grade teachers to analyze CFA data from state released assessments.	Complete 03/01/2017	Melissa Brantley	03/01/2017
<i>Notes:</i>					

<b>4</b>	9/3/16	The master schedule includes a daily 45 minute intervention block.	<b>Complete 09/20/2016</b>	Danielle Baker	06/12/2017
		<i>Notes:</i> All grade levels have an intervention block 30-45 minutes daily.			
<b>5</b>	9/3/16	10 title one tutors will push into ELA blocks daily to provide LLI and/or DI.	<b>Complete 09/19/2016</b>	Lead Teachers	05/12/2017
		<i>Notes:</i> 10 Tutors hired and began in September			
<b>6</b>	9/3/16	Teacher Assistants K-5 will be used for instruction in small groups	<b>Complete 10/03/2016</b>	Classroom Teachers	06/12/2017
		<i>Notes:</i> K-5 teacher assistants hired and in place Sept. Teacher assistants are working with small groups of students for instruction.			
<b>7</b>	9/3/16	Lead Teachers and instructional technology will work with teachers to implement/model small groups and use the UBD for planning instruction.	<b>Complete 05/08/2017</b>	Lead Teachers	06/12/2017
		<i>Notes:</i> Will continue to the end of the year			
<b>8</b>	9/3/16	Conduct quarterly benchmark assessments to monitor student progress.	<b>Complete 04/14/2017</b>	Danielle Baker	06/12/2017
		<i>Notes:</i> Quarterly Benchmarks conducted September, December, April			
<b>9</b>	9/3/16	Celebrate student progress with teachers, parents, and grade levels.	<b>Complete 05/08/2017</b>	Brian Hamilton	06/12/2017
		<i>Notes:</i> Awards Day Ceremonies - November 16 February 3 March 30 June 8 5th Grade Promotion Ceremony -June 9 Monthly Newsletters from Grade levels Bus incentives, terrific kids			
<b>10</b>	2/22/17	K/1 Lead teacher will develop math benchmarks for Kindergarten and first grade students/teachers.	<b>Complete 02/22/2017</b>	Melissa Brantley	03/01/2017
		<i>Notes:</i>			
<b>11</b>	8/30/17	10 title one tutors will push into ELA blocks daily to provide LLI and/or DI.	<b>Complete 05/18/2018</b>	Christina Herum	05/18/2018
		<i>Notes:</i> Title One tutors will begin DI/LLI Sept-May 2018			
<b>12</b>	8/30/17	Teachers in 4th and 5th grade will attend reading and/or math foundations training.	<b>Complete 02/01/2018</b>	Danielle Baker	06/01/2018
		<i>Notes:</i> Teachers who have previously taught math will attend reading foundations and teachers who have taught reading will attend math foundations training. Training dates provided by the county.			
<b>13</b>	8/30/17	County support bi weekly for literacy and math with teachers during PLCs.	<b>Complete 05/03/2018</b>	Christina Herum	06/01/2018

		<i>Notes:</i>			
<b>14</b>	8/30/17	Professional Development by Judy Goins to all staff members	Complete 02/14/2018	TONYA WILLIAMS	12/20/2017
		<i>Notes:</i> Dr. Goins will work with teachers on strategies for literacy			
<b>15</b>	9/21/17	Progress Monitoring for Reading	Complete 06/08/2018	Laurie Taylor	06/01/2018
		<i>Notes:</i>			
<b>16</b>	9/21/17	Flexible grouping interventions across the grade level	Complete 05/03/2018	Laurie Taylor	06/01/2018
		<i>Notes:</i>			
<b>17</b>	9/21/17	Understanding of the continuum by highlighting the changes in each level so that teachers can effectively move a student to higher levels.	Complete 04/26/2018	Laurie Taylor	06/01/2018
		<i>Notes:</i>			
<b>18</b>	9/4/18	Train all staff on MTSS process and procedures		Annessia Lee	09/28/2018
		<i>Notes:</i>			
<b>19</b>	9/4/18	Students, Staff and parents will "goal set" for the 2018-19 school year (academic and behavior)		TONYA WILLIAMS	09/28/2018
		<i>Notes:</i>			
<b>Implementation:</b>			06/13/2018		
	<b>Evidence</b>	6/7/2017 Sign in Sheets, Meeting minutes, schedules, student data			
	<b>Experience</b>	6/7/2017 We set clear goals that were attainable.			
	<b>Sustainability</b>	6/7/2017 Continued discussions on student achievement.			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		At W. M. Irvin, response to a student's emotional state is currently handled at the individual teacher level, although a variety of supports do exist (guidance counselors, School Social Worker, EC lead teacher, and Behavior Management Technician.) Teachers vary in skills when addressing this with students.	No Development 09/02/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	



<b>How it will look when fully met:</b>		Staff will be able to recognize students who are having difficulty with their emotional states, respond to those students, coach them on understanding and handling their own recoveries, have resources at hand to assist students. As a result reading, math, and social studies scores will improve and there will be a reduction in suspensions. Information to support growth in this goal include: number of students suspended, Report Card data on all core subjects, and staff focus group results/staff survey. Smart Goal: By May,2019, we will reduce the number of out of school suspensions and referrals by 5%. 15/16 110 OSS. The goal for the 16/17 school year is 104 OSS (273 actual OSS). The goal for 17/18 school year is 100 OSS (210 actual OSS). Goal for the 18-19 school year is 200 OSS Strategy: Increase teacher knowledge and practice in supporting students with emotional barriers to successful school experiences.		<b>Annessia Lee</b>	<b>06/13/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>9 of 12 (75%)</b>		
1	9/2/16	Meet Monthly in PBIS meeting to determine progress in meeting this goal.	Complete 06/07/2017	Danielle Baker	06/12/2017
		<i>Notes:</i>			
2	9/2/16	Professional development provided to staff by school counselor and school social worker addressing skills and interventions for managing student needs.	Complete 01/04/2017	School Counselors	06/12/2017
		<i>Notes:</i> PD held on 1/4/17 on handling trauma in the classroom and with students			
3	9/2/16	Teachers will implement the PBIS matrix for the 2016/2017 school year and begin teaching the school wide expectations for common areas (cafeteria,hallway,classroom,bus, car, and bathroom.	Complete 09/30/2016	Classroom Teachers	08/29/2016
		<i>Notes:</i> Matrix given to all teachers at Back to School Staff Meeting 8/17/16 All martix hung around the school in appropriate places Revision of Matrix through monthly committee meetings.			
4	9/2/16	Track student data through SWISS management system and identify trends. After trends are identified the PBIS committee will determine action steps to address key areas.	Complete 06/07/2017	PBIS committee	06/10/2016
		<i>Notes:</i>			
5	9/2/16	Create process charts: Managing behavior in your classroom and implementing positive interventions for students (Use of intervention central)	Complete 06/06/2017	PBIS committee	05/31/2017
		<i>Notes:</i> MTSS referral process for teacher flow charts created 07/16 Interventions and strategies given at Weekly MTSS meetings for tiered			

		students Office Managed/Classroom Managed 11/30/16			
<b>6</b>	9/2/16	Conduct an end of year survey to assess teacher needs.	Complete 06/07/2017	Danielle Baker	04/24/2017
		<i>Notes:</i> MOY Survey completed 1/12 EOY Survey sent by County May 2017			
<b>7</b>	9/3/16	Hold quarterly Award ceremonies to recognize students for academics and behavioral progress.	Complete 06/06/2017	Brian Hamilton	06/12/2017
		<i>Notes:</i> 1st Quarter Award Ceremony 11/16/16 2nd Quarter Award Ceremony 3rd Quarter Award Ceremony 4th Quarter Award Ceremony 6/8/17			
<b>8</b>	9/3/16	Students who are recognized for 0-1 below the lines for the quarter will participate in a reward activity.	Complete 06/07/2017	Danielle Baker	06/12/2017
		<i>Notes:</i> Recognized at Awards Day Ceremonies			
<b>9</b>	3/13/17	Professional Development for Classroom teachers and EC teachers on managing student behavior.  3 part Series 1- What's happening with behavior in the classroom -Guided Questions 2-Strategies to use with students in the classroom (Feedback from session one used) 3- DeEscalating student behavior in the school/classroom	Complete 04/07/2017	Danielle Baker	05/03/2017
		<i>Notes:</i> March 13/14- Session One during PLC time by grade level March 28- Session 2 during PLC time by grade level April 5th- Session 3 Whole Staff			
<b>10</b>	9/4/18	Complete the BUS screener 2xs a year on all K-5 students		Kristie Williams	06/03/2019
		<i>Notes:</i>			
<b>11</b>	9/4/18	Provide RESTART room for students that need a "timeout" of the classroom to reduce OSS. This room will be academically based.		Annessia Lee	06/13/2019
		<i>Notes:</i>			
<b>12</b>	9/4/18	Continue to train staff on Mindfulness strategies to support students in the classroom.		Annessia Lee	06/03/2019
		<i>Notes:</i>			
<b>Implementation:</b>					
<b>Evidence</b>	6/7/2017				

		Meeting minutes, PD, Award Ceremony flyers/programs, Process flow charts, school wide matrix			
	<b>Experience</b>	6/7/2017 This is still an area of need. Small steps were taken			
	<b>Sustainability</b>	6/7/2017 Continued intentional focus on student need/well being. We will continue to work on addressing managing student emotions and arrange for supports and interventions of students as needed.			
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
	<b>Initial Assessment:</b>	Kindergarten transition activities for each year include the following: Pre K classroom established on site, Kindergarten registration on site (tours), Kindergarten Camp in August, additional Kindergarten registration at Long Pre School, All Saints, Hispanic Learning Center, etc. Middle School Transition include: tours, 6th grade counselor visits, rising 6th grade Summer Bridge Camp. For K-5, grade level teacher complete EOY student placement information.	Full Implementation 08/18/2017		

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
	<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
	<b>Initial Assessment:</b>	We have a support system at our Education center to help fully meet our SIP goals through proper planning and monitoring. Mathew Fail is the point of contact.	Full Implementation 09/04/2018		
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
	<b>Initial Assessment:</b>	Our leadership team meets weekly to discuss instructional and behavioral concerns. The leadership team consists of the 3 Lead Teachers, IB Coordinator, ITF, Behavior Coach and all 3 Administrators.	Full Implementation 09/04/2018		

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		All classroom teachers have common planning time daily (50 minutes). Every 6 days, grade level teachers have 1 hour and 15 minutes common planning. Our lead teachers and IB coordinator meet with grade level PLCs to plan, review student data, make instructional decisions.	Full Implementation 09/04/2018		

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Classroom walkthroughs are utilized to gather information regarding instructional delivery, routines and procedures, and other instructional items. In addition, an administrator attends each grade level PLC and use this forum as an opportunity to provide specific feedback to the grade level and individual teachers. Formal observations are another primary source of feedback for teachers. Lead teachers also push into classes and team teach with teachers to demonstrate key skills, as designated by administration or upon teacher request. Smart Goal: By June 2019, teachers will indicate that they are received appropriate support from administration in two key areas of the CCS Working Conditions Survey: Q7(e): I have support for understanding and using student data to improve instruction (maintain at 100%). Q8(b): My administrators provide useful feedback for improving instruction at our school (increase from 79% to 85%).	Limited Development 09/02/2016		
<i>How it will look when fully met:</i>		By September 4, 2018, a Classroom Walkthrough tool will be used to assess classroom instruction throughout the school. Beginning with the 2018-19 school year, the data will be shared with the leadership team and grade level PLC's and the PLC will then plan and implement strategies to address any perceived opportunities for growth. Evidence: data from walkthrough Person Responsible: Tonya		<b>TONYA WILLIAMS</b>	<b>06/08/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 3 (33%)</b>		
1	4/23/18	create a walkthrough instrument	Complete 10/01/2017	TONYA WILLIAMS	10/12/2017
<i>Notes:</i>					
2	4/23/18	Share results of classroom walkthrough with each grade level PLC once a month.		TONYA WILLIAMS	06/10/2019

Notes:					
3	4/23/18	Grade levels design a plan of action to address needs determined from the grade level results.		TONYA WILLIAMS	06/10/2019
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently teachers are provided with staff development that may or may not be linked to the School Improvement Plan (not grade level specific).	Limited Development 09/02/2016		
<i>How it will look when fully met:</i>		By May 2020, grade level proficiency on EOGs will be 55% or higher in Reading, Math, Science, Overall. 17/18 data: reading- 32% math- 30%, Science- 50% and overall- 34%. Strategy: Staff development to improve reading and math instruction will be created based on needs identified by EOG and benchmark data, classroom observation data and the School Improvement Plan. Person's Responsible:Lead Teachers		Jaimie Peterson	06/12/2020
Action(s)	Created Date		0 of 12 (0%)		
1	9/4/18	All staff will be trained in the implementation of Reading and Math Notebooking.		Christina Herum	06/03/2019
Notes:					
2	9/4/18	Lead teachers will assist staff in "unpacking" both reading and math standards during weekly PLCs.		Christie Herum OR Amanda Price	06/03/2019
Notes:					
3	9/4/18	K-2 teachers will be trained in Foundations and implement this program with fidelity weekly starting the first day of school.		Amanda Price	06/03/2019
Notes:					
4	9/4/18	3-5 teachers will be trained on Vocabulary strategies by Dr. Goins from DPI. Teachers will implement vocabulary lessons daily.		Amanda Price	06/03/2019
Notes:					
5	9/4/18	Train all TAs on Guided Reading.		Christie Herum OR Amanda Price	06/03/2019
Notes:					

6	9/4/18	Assign a TA to each guided reading block for at least 30 minutes to assist the classroom teacher pulling small groups of students.		Brian Dulin	06/03/2019
<i>Notes:</i>					
7	9/4/18	Teachers will continue to create guided reading and/or strategy group plans in the Google Drive.		Amanda Price OR Christie Herum	06/03/2019
<i>Notes:</i>					
8	9/4/18	Lead teachers will train new staff on Number Talks to be implemented daily.		Christie Herum OR Amanda Price	06/03/2019
<i>Notes:</i>					
9	9/4/18	Lead teachers will train new staff on Model Drawing.		Herum OR Price	06/03/2019
<i>Notes:</i>					
10	9/4/18	Teachers will implement the Model Drawing method to math problem solving. At least one model drawing problem should be done daily with students once method is taught.		Herum OR Price	06/03/2019
<i>Notes:</i>					
11	9/4/18	Math in Practice books will be utilized to create hands-on inquiry based lessons.		Taylor OR Price	06/03/2019
<i>Notes:</i>					
12	9/4/18	Teachers will utilize data from the district and state math assessments to drive small group instruction.		Herum	06/03/2019
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>We currently maintain a high turnover rate at Irvin Elementary. Our staff is relatively young and loose staff each year.</p> <p>We have developed a school improvement goal that will focus on Culture and Climate of the school. Currently we celebrate 4 staff members each month for going over and beyond throughout the month- Irv Member of the Month. We also recognize one staff member each month as our SOAR Member of the month.</p> <p>All observations are completed on time and provide staff appropriate</p>	Limited Development 09/04/2018		

		feedback to help them grow as a professional.			
<b>How it will look when fully met:</b>		The goal will be to reduce the teacher turnover rate by 5% each year. Our teacher satisfaction survey will also show a 5% increase in overall teacher satisfaction.		<b>Brian Dulin</b>	<b>06/13/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	9/4/18	We will conduct a teacher/staff survey once a quarter to address areas of concern, satisfaction, and ideas for improvement.		TONYA WILLIAMS	06/03/2019
		<i>Notes:</i>			
2	9/4/18	Add at least 2 outside social events for staff to attend to help build morale.		Brian Dulin	06/03/2019
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently, we hold a curriculum night in September and 2 additional Title 1 nights for parents to come to school to learn about what instruction is taking place at Irvin. We provide parents resources to help their child be successful during these meetings.	Limited Development 09/04/2018		
<b>How it will look when fully met:</b>		When this goal is fully implemented, we will have an increase in parent engagement activities at Irvin. We will also see an increase in participation rates at each event. The 2018-19 school year will be a baseline year for collecting participation data.		<b>Brian Dulin</b>	<b>06/03/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 5 (0%)</b>		
1	9/4/18	Hold a "Second Harvest Food Bank" during curriculum night to provide additional food resources for our families.		Olivia Moseley	09/20/2018
		<i>Notes:</i>			
2	9/4/18	Hold curriculum night to provide parents resources they can use to help their students throughout the school year.		TONYA WILLIAMS	09/20/2018

<i>Notes:</i>					
<b>3</b>	9/4/18	Provide an Inquiry Night where parents and students can participate in inquiry based lessons together.		TONYA WILLIAMS	06/03/2019
<i>Notes:</i>					
<b>4</b>	9/4/18	Provide a night of singing, arts and academics (Dinner and Show). The academics portion will focus on Reading instruction.		TONYA WILLIAMS	06/03/2019
<i>Notes:</i>					
<b>5</b>	9/4/18	Add a section in the quarterly school newsletter to provide parents tips to help their students with academics.		TONYA WILLIAMS	06/03/2019
<i>Notes:</i>					